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ABSTRACT

A study examined existing collaborative activities between private or public employers and adult basic education (ABE), general educational development (GED), and English as a second language (ESL) programs in Maryland's 24 local education agencies. Information was gathered directly from 16 ABE administrators (including 4 community college administrators and 1 prison education coordinator), 5 community-based organizations and literacy networks, and 9 employers. The information gathered indicated that collaborative partnerships can be beneficial to public and private sector organizations alike. One apparent major impediment to the expansion of current partnerships is that employers are often unaware of literacy education needs in their current work force and among individuals likely to become future members of their work force. The fact that ABE programs often lack the staff and financial resources needed to disseminate information about the availability and benefits of adult literacy and specialized training courses imposes a further obstacle to the expansion of partnerships. These obstacles can be overcome by (1) establishing a broadly based advisory committee, (2) developing employer interest in literacy, (3) expanding initial contacts with employers, (4) encouraging employer involvement through internal and external activities, and (5) doing more in the way of assessing the results of collaboration. (Appendixes include summaries of major pieces of federal legislation supporting adult literacy programs, the survey instrument, the study contract, a brochure on adult literacy programs in Maryland, and the names and addresses of employers and organizations involved in adult literacy education.) (MN)

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COLLABORATIVE PARTNERSHIPS IN MARYLAND TO REDUCE ADULT ILLITERACY

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MARYLAND STATE DEPARTMENT OF EDUCATION

DIVISION OF INSTRUCTION, ADULT AND COMMUNITY EDUCATION BRANCH

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The National Institute for Work and Learning (NIWL). a private, tax exempt, not-for-profit corporation, seeks to improve the relationships between institutions of work and of learning; to facilitate linkages between education and work for youth and adults; and to bring the supply of and demand for critical skills into better balance.

The means to these ends have taken a variety of forms, including: research, pilot programs, case studies, policy studies, information networking, and technical assistance.

While the means vary, a common thread runs through all NIWL undertakings: the pursuit of collaborative efforts among employers, educators, unions, service organizations, and government to resolve work and learning problems. The development of collaborative processes at local, state, and national levels has been a consistent focus of the Institute since its creation in 1971.

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COLLABORATIVE PARTNERSHIPS IN MARYLAND TO REDUCE ADULT ILLITERACY

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COLLABORATIVE PARTNERSHIPS IN MARYLAND TO REDUCE ADULT ILLITERACY

I. INTRODUCTION

> Virtually all businesses today are adversely affected by the large numbers in their work force with weak or nonexistent basic skills that result in lower productivity, poor product quality, lost management and supervisory time, and restricted mobility and promotability of employees. An estimated three-fourths of the currently unemployed are functionally illiterate, seriously reducing the pool of competent persons for new hires. And as potential customers, those who can't read are hardly likely to identify product labels or print advertising.
>
> Business must give an even higher priority to this problem among their many pressing corporate social responsibilities. And, in addition to increasing their funding for the needed expansion of the efforts of the various literacy agencies in the field, they must increasingly join with them and the local, state, and federal government agencies in bringing added management, organizational, and planning skills to an integrated, overall effort. It will require that kind of joint endeavor to make any sizable inroad on a problem that has been markedly outgrowing the degree of the current effort to meet it. (Harold McGraw, Jr., President, Business Council For Effective Literacy (BCEL)[1], 1984).

Joint endeavors, or collaborative partnerships, between the providers of adult literacy instruction and employers have been demonstrated to be mutually beneficial. They are most beneficial when both parties are involved in ongoing planning and implementation strategies to reduce adult illiteracy in the community, and when related community agencies are also involved.

In 1986 the Maryland State Department of Education, Division of Instruction, Adult and Community Education Branch, contracted with the National

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1 BCEL is a publicly supported foundation to foster greater corporate awareness of adult functional illiteracy and to increase business involvement and support in the literacy field. The BCEL Newsletter highlights the effort of Literacy Volunteers of America, Laubach Literacy Action and the federal Adult Basic Education Program and their needs for corporate resources.

Institute for Work and Learning (NIWL) to survey existing collaborative activities between private or public employers and the Adult Basic Education (ABE), General Education Development (GED), and English as a Second Language (ESL) programs of the twenty four Local Education Agencies (LEAs) in the state. NIWL was also asked to examine collaborative activities for adult literacy programs between community based organizations and employers.

A. Design of Study

Information on which this report is based comes from prior experience of the Institute in developing local collaborative councils, from a literature search, and through information on activities in Maryland gathered through personal and telephone interviews, and written responses to questionnaires completed by staff of Local Education Agencies (LEAs), community based organizations and literacy networks.

NIWL first designed three questionnaires to be used to gather information. The questionnaire for Adult Basic Education program administrators was to be completed in writing and returned to the Institute for analysis and compilation of information. Copies were distributed at a workshop on contract development with employers to those Administrators attending, and were mailed to others. Issues covered included some statistics on the ABE/ESL and GED instruction provided, the types of relationships with employers, what services were received from employers and what was provided by the ABE program to employers, their reasons for collaboration with employers and their perception of why the employers were involved, the benefits of collaboration, their needs, and their recommendations for achieving greater employer involvement in ABE/ESL/GED programs. (A sample copy of the ABE questionnaire is included in Appendix 2.) Questionnaires for employers and CBOs were designed for use primarily in telephone interviews.

Information was gathered directly from sixteen ABE administrators, including four community colleges and the prison education coordinator, and from five community based organizations and literacy networks (which provided information on some rural ABE programs). Nine employers in Maryland provided information.

II. BACKGROUND

In the United States, local and state education agencies have the principal governmental authority for educating citizens. Providing literacy and related basic skills to youth is the prime objective of primary and secondary schools. But for a number of reasons, currently many adult Americans lack the basic skills which most of us learn in childhood. There are many conflicting definitions of basic or functional illiteracy. Cultural, social and economic factors influence what a person needs to know and be able to do in order to function in the environment in which she/he lives and works. There is general agreement, however, that an adult illiteracy problem does exist in this country today.

A. Need

It has been estimated that up to 70 million Americans over the age of 17 are only marginally literate and cannot read, write or do simple computations well enough to accomplish the basic activities required for everyday living and working. From 20 to 40 million adults are functionally illiterate in English. These adults, however, are needed to fill current and future job openings. They must be motivated and given the opportunity to achieve the necessary skill levels. Occupations requiring above-average skills are growing at a faster rate than the national average of job growth; while the proportion of jobs requiring only low skills is declining. Increasing realization of the degree of skill deficiency in the potential work force, and of its impact on society, has led in

recent years to policy and program initiatives by local, state and federal educational agencies.

According to the "Maryland Annual ABE Report for Fiscal Year 1985", the 31,411 students served represented 3.3 percent of the total state adult population eligible for service (or approximately 950,000 persons).

B. Federal Agency and Legislative Support

Four major relevant Federal Education Acts--Adult Education, Bilingual Education, Vocational Education, and Higher Education-encourage and finance programs for adults in literacy and basic skills. Brief descriptions of the relevant portions of these Acts, including contact points, are included in Appendix 1.

The U.S. Departments of Education and Labor have recently begun a cooperative effort to serve special population groups more effectively, including functionally or totally illiterate youth and adults. For example, the Department of Education has identified several programs to provide literacy and basic skills education for participants in Job Training Partnership Act (JTPA) programs of the Department of Labor. September, 1986 was designated "Adult Literacy Awareness Month" by President Reagan, and the ABC and PBS networks began Project Literacy, U.S. (PLUS) to develop public awareness of the problem.

C. State and Local Response

In Maryland, Adult Basic Education is available in every political subdivision in the state as well as through the Office of Correctional Education. Local programs reflect local needs.

In response to the diversity of individuals' literacy needs, the State has developed the Maryland Adult Performance Program (MAPP), a competency based program which allows the student to choose as the subject matter of the written material to be studied the specific life skills competencies most important to the individual. These include the areas of consumer economics, community

resources, health, occupational knowledge, or government and law. This program, after several years of development and piloting, has been adopted by ten LEAs. Twenty four percent of those enrolled in ABE classes used MAPP in FY'86. By FY 1988, all ABE programs are mandated to use MAPP.

Programs in basic skills are provided by state and local education agencies; by volunteer councils and organizations affiliated with Laubach Literacy, Literacy Volunteers of America, and the Coalition for Literacy; by public libraries; by community based organizations; and by employers at the work site.

Classes are provided at various sites; primarily at public secondary and elementary schools and learning centers; at correctional institutions, hospitals, community colleges, and worksites; and a variety of other locations, such as libraries, churches, youth organizations, and state and local institutions for the handicapped.

III. DEVELOPING COLLABORATIVE PARTNERSHIPS WITH EMPLOYERS

A. Getting Started: Advisory Committees

The initiative for establishing a partnership can come from any of the partners. In developing employer/ABE program partnerships, the ABE program administrator will generally be the one to initiate the joint efforts. A model collaborative partnership between ABE programs and employers to reduce adult illiteracy will be more than an agreement for one or the other to provide services. It will include an ongoing relationship to identify needs, seek solutions, and recognize the mutual benefits for the participants. Since illiteracy is a community problem which involves other sectors, a recommended mechanism for providing this ongoing "joint endeavor" is an Advisory Committee to the ABE program which includes employers and ABE staff, as well as representatives from the media, organizations such as the Chamber of Commerce,

the local Economic Development Agency, community based organizations, labor unions, governmental agencies such as the Job Training Partnership Act (JTPA) staff - or its local Private Industry Council - and the Employment Service, and other literacy providers. To be effective, the Advisory Committee should not be too large so that each member can play an active role and feel "ownership" of the issues discussed, but broad community representation is helpful in increasing awareness of the illiteracy problem.

Members of the Advisory Committee should be persons with the authority to make decisions within the organization they represent. For example, the employer representative might be the Chief Executive Officer or the Training or Personnel Director. Each member should be asked to play a specific role to maintain his/her interest in attending meetings. Each might be asked to serve on at least one Task Force, such as Public Awareness, Business Contacts, or Volunteer which recruit the involvement of others.

B. Identifying Needs

The needs of each sector should be discussed frankly at Advisory Committee meetings. It is necessary that a feeling of mutual trust be established so that, for instance, an employer will admit a low level of literacy among a group of employees, or the inability of most employees to read the training manuals currently in use. ABE programs' need for additional volunteers to assist instructors, for equipment and materials, or for publicity about the availability of customized instruction for employees should be make known. Similarly, JTPA programs may need help to provide basic education skills for clients so that they can benefit from the job training available.

C. Seeking Solutions

Once needs have been identified, programs to meet these needs can be mutually developed. A first step might be a publicity campaign in the community participated in by all members of the Advisory Committee and jointly planned and

BENEFITS OF COLLABORATE PARTNERSHIPS

FOR LEAs

Being better able to:

- reach out to new populations
- improve community relations
- increase program visibility
- increase political and financial support
- increase personnel resources
- increase knowledge of the needs of business
- obtain greater credibility for classes
- obtain financial support through cost recovery of materials and/or reproduction
- increase student retention due to employer concern
- obtain instructional support
- increase material resources, and in general, provide better service to their constituents.

FOR EMPLOYERS

Being better able to:

- provide an opportunity for their employees to increase their basic and life skills and/or obtain a GED
- increase the potential of employees for upward mobility with the corporation
- insure the better quality of future employees
- implement corporate social responsibility
- improve community relations
- increase productivity of current employees - skills taught are work related
- increase employee morale by the perception that they care about their workers, and
- increase the number of literate potential customers.

STUDENTS

- incentive to work harder in class because of recognition of the relation of their class performance to job promotion
- convenience and familiar setting of classes, when held at work site
- acquisition of work-related skills
- granting of paid work-release time to attend class, if employed and
- increased resources, both material and personnel for classes.

implemented. Other solutions might include a contract tailored to provide services on site for an employer by the ABE program staff; recruitment of literate employees as volunteers to serve in ABE classrooms or to assist an instructor at the work site; or the provision of computer equipment and software for computer assisted literacy instruction.

D. Recognizing Benefits

To maintain interest in the collaborative effort, each sector represented must be able to recognize "bottom-line" benefits. The chart (on page 7) indicates possible benefits to Local Education Agencies, to employers, and to students.

E. Catalyzing Others to Act

Members of the Advisory Committee should serve as catalysts to encourage others to become involved in combatting illiteracy.

IV. SUMMARY OF COLLABORATIVE ADULT LITERACY PARTNERSHIPS IN MARYLAND

Information about existing collaborative partnerships to improve adult literacy programs in Maryland was gathered from ABE/GED/ESL program administrators, from community-based organizations, and from employers. Interviews were conducted in person and by phone, and questionnaires (see Appendix 2) were completed by two-thirds of the LEA/ABE program Supervisors. Both rural and urban areas were represented. (See Appendix 6 for list.) A summary of the findings is presented below.

A. Views of Employers

Employers, both public and private, for profit and non-profit, were interviewed. Employers become involved in adult literacy programs in a number of ways depending on the level and breadth of their awareness of the problem, the extent of company policy to promote from within those employees hired at the entry level, and the level of corporate commitment to social responsbility.

Some producers of computer hardware and software see opportunities to develop a market for their products to combat the illiteracy problem. Many report that their own companies do not have a literacy problem. However, the necessity for more adults to be retrained because of changing technology, or to apply for new jobs for the first time because of plant closings and retrenchments, has increased employer interest in basic skills offerings. There is also growing recognition that many youth who will make up the future work force are not adequately literate to be productive in a technically oriented society.

1. Employee related involvement

Some private sector companies interviewed denied any problem of illiteracy among their employees. They indicated that the fact that a written application had been submitted or that a high school diploma or GED was a requirement for hiring was sufficient indication of an adequate reading level. However, questioning revealed that in some instances these employers discovered that employees were unable to read instructional material written at about the 6th grade level. They acknowledged that the applications may have been taken home and completed by others, and that a high school diploma was not always a reliable indication of functional literacy appropriate to the job requirements.

There was an additional factor in the companies' lack of awareness - or admission - of an internal literacy problem. Some of those companies whose employees held mainly white collar jobs and may have been tested for literacy before being hired said that they contracted out maintenance related services and were not concerned with the level of literacy of those workers. Some companies which did not contract out these services had not considered the possible need for greater literacy among this category of employees. There was also reluctance on the part of some companies to discuss testing upon hiring, because of the unclear implications for affirmative action.

Companies which provided basic education skills for employees on site usually provided paid "release time", either in full or one/half, generally for two hours at the end of the day several days a week. Employees receive their wages while "released" from their usual work assignments. For example, one public sector company arranged for employees to meet for a full day once a week for eight months on released time. This company considered the program to be an enrichment program and invited speakers from the community to talk with the students, and arranged some field visits. Some employees who entered the class at the 3rd grade reading level were able to increase their reading level by several grades. They were preparing for promotion to "crew chief" positions which required the ability to complete written administrative forms. Reading selections in the curriculum were from the work site. Instructors were hired under a Letter of Agreement with the local LEA/ABE program. The company has an education policy which allows paid "release time" equivalent to 10 percent of total working hours of all employees, and provides up to $600 per year for tuition. About 25 employees are in ABE classes, and about 400-500 other employees take advantage of the tuition aid each year, mostly in area community colleges.

Companies interviewed are taking different approaches in dealing with their employees' inability to read instructional manuals. One company is assessing the reading level of all of its employees for the purpose of rewriting its manuals at the level of comprehension of the workers. Another company, whose manuals are at about the 9th grade reading level, is sending its workers who already have a high school diploma to a community college for instructional help in reading, and is sending those without a high school diploma to GED classes.

Still another company which provides on-site ABE instruction for about 15-30 workers each year also refers to ABE classes at other sites in the community those employees who seem uncomfortable taking a course with their fellow workers

at the plant, and those requiring ESL instruction. On-site classes generally meet two hours twice a week for a 20 week period. A one grade improvement in reading level is expected to be achieved in that 20 week period. This company has found that employees at its rural site who have a high school diploma may have only a 4th or 5th grade reading level. It is also working in partnership with the school system superintendent to bring instructional support and resources to elementary and secondary school pupils who may be the company's future employees.

2. External involvement

In addition to direct involvement in literacy programs for their employees, companies are involved in varying degrees with community literacy and adult education programs. Most indicated little collaboration through serving on Boards of local, state or national literacy organizations, although some interviewees indicated a willingness to do so. Some did indicate, however, that they have: donated company space for community ABE classes, made grants to literacy programs, provided release time for employees to act as volunteers for literacy tutoring, donated curriculum material for ABE classes (e.g. information on consumer credit), or provided word processors and adult literacy software to community based organizations and schools.

Companies interviewed have also been involved in collaborative relationships with schools in programs affecting grades kindergarten through high school in programs such as: shadowing experiences for teachers and counsellors at the workplace to demonstrate the relevance of curriculum in many disciplines to the world of work; providing personnel in the classroom to discuss careers and how to apply for a job; summer jobs for students - directly or through the Job Training Partnership Act (JTPA) summer jobs for youth program, or in an Adopt-A-School program (see Section V).

3. Reasons for Involvement

Companies interviewed indicated that their reasons for interest in literacy programs include: increasing productivity, enabling workers to adapt to new technology, building better community relations, and increasing the number of literate purchasers of their products. Those companies which hire entry level workers who may not need a high school diploma, and especially those which have a policy to promote from within, may participate in ABE programs or contracts to enable their employees to qualify for promotion.

B. Views of Literacy Networks and Community Based Organizations

Telephone interviews with two literacy networks and three community based organizations revealed various collaborative activities with ABE programs and with employers.

The Southern Maryland Literacy Network, which serves the three rural counties of Charles, Calvert and St. Marys, links with area ABE programs, a multi-service Community Center, libraries, and GED and external degree programs. The Network works with about 200 tutors, each matched with at least one pupil with whom the tutor works for about a year. Tutors are certified in Laubach methods, after receiving nine hours of training, and also receive on-going in-service training as well. A listing of over 600 literacy materials is available in local libraries.

Because of limited public transportation and poor communication it is difficult to promote literacy programs. ABE classes tend to be centralized in county seats. The Network feels it enhances the work of the ABE program staff by providing tutoring to those who cannot get to class during the school year, and by offering classes during the summer when schools are closed. It also helps students with no reading skills complete the first grade reader before being referred to ABE classes. About 20 percent of network students with only a first grade reading level have a high school diploma. The Network is working

with HEADSTART parents and with the school system of Calvert County whose custodial staff is spreading the word about the availability of its literacy services.

The network is providing the information and referral components of an Information, Referral, Intake System (IRIS) used by JTPA, Social Service agencies, the Health Department and the private sector. It has worked with three employers-two utilities and the Naval Air Station-to provide free one-on-one tutoring to employees and ABE classes. The Naval Air Station participates in FELT, Federal Employees for Literacy Training, a U.S. Department of Education program which supports the training of literacy volunteers and advertises the availability of tutoring to its employees. Each employer was approached differently, some through employees who are tutors.

The Literacy Council of Prince Georges County collaborates with the ABE program through mutual referral of students: to the Council if an ABE student needs more individualized attention, and to the ABE program when a Council student achieves a fourth or fifth grade reading level through tutoring. Attempts to work with employers have not been successful. Letters were sent to over 100 companies which had advertised in the local paper that they were interested in community service activities, but none responded. The Council would like to get space at employer sites to train volunteer tutors. Its tutors (about 400) receive twelve hours of training in Laubach Literacy Methods, a structured phonics approach; and are trained also in Literacy Volunteers of America, LVA, methodology and material which is less structured and uses varying approaches and materials, including the local newspaper.

The Urban League of Baltimore's only involvement with ABE programs and the private sector is through working with IBM to test computer assisted instructional material developed by the company for adult basic skills, pre-GED, and GED instruction. In late 1986, the League referred 20-25 persons needing

ABE or pre-GED instruction to classes which meet twice a week for an indefinite period of time in public schools with an ABE instructor. Software developed by IBM is used in this pilot program. About 30 IBM computers which had been donated to the school system for use in regular classrooms during the day are being used in the evenings for the ABE classes. The Community College of Baltimore is also conducting the GED classes.

The Spanish Speaking Community of Maryland in Silver Spring, which has representation on the State Literacy Council, refers constituents to ESL classes held in high schools in Montgomery and Prince George's Counties. Students range in age from 18-64 years. About three-four percent are also illiterate in Spanish, and many have low levels of education. About 50 have attended ESL classes with other Spanish speaking persons in Montgomery County; and about 100 have gone to classes in Prince George's County with Asians and other non-English speaking persons. The organization has received some assistance in instructional methods from employers, but has worked mainly with them in the areas of job counselling and referral for employment, particularly through the Hispano American Chamber of Commerce for jobs in the hotel industry. Students, knowing of the possibility of job referral, are motivated to perform better in their ABE classes. The Community recommends increased public relations to increase the visibility of literacy programs and to demonstrate their value to the employment sector.

Another community based organization, Communities Organized to Improve Life (C.O.I.L.), in Baltimore is an ABE site. Its constituents are inner city, poor persons, aged 16-99, most of whom are unemployed and in need of instruction at grade levels 0-4. Persons needing instruction in grades 4-8 are referred to other ABE programs. C.O.I.L. has worked closely with the employment sector. In addition to ABE funding from the State Department of Education, it has received grants from several utilities, from local charities and the United Way and has

obtained from a local bank a vacant bank building in need of renovation which will house expanding classes. C.O.I.L. will run a spring campaign for funds, particularly for the renovation project. Funding is also received from the Job Training Partnership Act (JTPA) for whose clients it provides basic education to enable them to take training needed to qualify for jobs. The curriculum offered is related to the Maryland Adult Performance Program, MAPP, described earlier. C.O.I.L. uses color coded, voice activated computer software to assist in its instruction. IBM is negotiating with the center to pilot its ABE software and would donate needed computers. (See Urban League discussion above.) The center sees a need to change the attitudes of those needing help, so that they will come forth and admit their illiteracy and seek help.

C. Collaborative Activities of ABE Coordinators

The ABE programs whose collaborative activities are summarized below represent a large city as well as urban and rural counties. Activities of the two largest county programs, Montgomery and Baltimore, are described in more detail following the summary information.

1. Contractual Arrangements

ABE programs which have developed relationships with the employment sector are involved in both formal and informal agreements regarding the provision of services to employees. When an agreement is reached to provide basic or customized instruction to employees, a written contract is usually prepared by the ABE Director.

Contractual arrangements between ABE providers and employers vary from a one or two page letter of agreement (see Appendix 3) to a detailed 25 clause, 30 page, contract with a governmental agency. A typical letter spells out the responsibilities of the ABE course provider as to the type of class to be offered (ABE, GED, or ESL); number, length, frequency per week, and number of weeks of each class; number of students per class; services to be provided in

addition to instruction in basic skills, such as assessment, pre and post testing or GED practice tests; curriculum materials and subjects to be covered; and budget. Typically, the letters are co-signed by the Adult Education Director of the relevant County School System and the company representative responsible for contracts. In some instances, the agreements are automatically renewed each year; in others, they may be modified or terminated as the needs of the employees change.

2. Publicizing ABE Programs

In densely populated areas with great interest in combatting illiteracy, information about general ABE/GED/ESL classes and specific courses available to employees is distributed through a newsprint mailing to each household or through fliers available at libraries, community agencies, churches, etc. In one community, the Chamber of Commerce distributed information to its members. Other programs rely on word of mouth communication among employers for the development of new programs. Some also rely on word of mouth for the recruitment of students, acknowledging that those in need of services could not read written information about classes. In contrast, in some rural counties, LEAs expressed little need for an employer-related program due to the lack of skilled jobs in the area.

3. State Highway Administration Model

Several ABE programs are part of a new statewide network of programs which provide basic skills instruction to employees of the State Highway Administration (SHA), based on a basic skills model developed by Montgomery County. The program is State sponsored, but locally administered. The director of one ABE program indicated that, as a result of the SHA agreement, he has approached employers in his community to provide ABE classes for their employees who are hired with skills and for jobs comparable to those of SHA employees.

4. Level of Involvement

About half of the ABE Directors responding reported involvement in collaborative planning activities. These involve not only individual public and private-for-profit employers, but also Chambers of Commerce, Private Industry Councils, Boards of Education, Social Service Agencies, and the University of Maryland. A majority indicated employer representation on their ABE Advisory Committees.

Eight of the responding LEA/ABE programs have formal contracts with employers, and four of these would like assistance in developing additional contracts, as does the Correctional Institution Program. Four ABE programs without contracts indicated a desire to develop contracts, but no need for assistance in doing so.

Informal relationships of ABE Directors and employers included working with business/industry liaison personnel of a community college to provide information to employers about the availability of basic skills programs; informal personal discussions with employers in smaller, rural counties; inclusion of career exploration material in ABE and Adult General Education (AGE) classes; and testing and counselling of employees, especially to identify the job related requirements of employees needing ESL instruction.

Contact with employers was generally made through training managers or department heads, and programs were administered by the training or human resource development departments.

Employers were involved with LEAs mostly in the development of community awareness of the problems of illiteracy and advocacy of programs to solve the problem. Some had cost recovery contracts with LEAs; a few had cost sharing agreements in which both the employer and LEA shared the cost of instruction.

Some employers provided in-kind contributions of space and equipment for classes for non-employee students. No ABE program indicated help with instructional methods from employers, and only one received a financial grant.

5. Services Provided to Employers

LEAs indicated that they provide the following services to employers:

- o courses tailored to employer/employee needs
- o instructors and curriculum materials
- o space for classes not provided on-site
- o literacy testing of the workforce
- o services on an individual basis for employees referred by employers, and
- o consulting services.

6. Benefits of Collaboration

Benefits were perceived for employers, employee/students, and for the LEA programs. These are detailed in Table 1, page 7.

7. Needs of LEAs

LEAs responding would like more financial assistance from employers for materials and teacher salaries, and additional cost recovery contracts. They would like employers to inform employees of the availability of classes and provide incentives for them to enroll, such as paid release time and possibility of promotion. The Correctional Education Office would like job placement assistance for those enrolled in classes.

LEAs also expressed a need for greater interaction with employers, assistance in recruiting employer involvement, greater resources, and publicity to convince employers that illiteracy is a real problem, especially at the workplace.

To achieve increased employer involvement, they recommend:

- o encouraging employers to sponsor on-site ABE classes and to invite non-involved employers to visit the classes and to discuss benefits,
- o emphasizing positive bottom line results for employers due to increased productivity as a result of employee participation in basic skills programs,
- o increasing community support for life-long learning,
- o increasing resources for ABE programs to support a person part-time as business/industry liaison, and
- o adding administrative time for developing community and business partnerships for strengthening contacts, and to increase awareness of programs.

8. Two Case Studies

Two of the largest ABE programs were selected to be studied in greater detail. Included in the appendices are examples of their letters of agreement and publicity materials.

a. Montgomery County

Montgomery County Public Schools, Department of Adult Education (DAE), has been conducting basic literacy programs since 1937. It has been the primary provider of educational services for educationally disadvantaged adults in the county since the establishment of the Adult Basic Education program in 1964. In 1986, more than 13,000 students took at least one class (unduplicated count) and approximately 15,000 students were served in ABE/GED/ESL classes, conducted at sites throughout the county: in public schools, community centers, churches, libraries, county service agencies, and residential centers, in addition to employer sites. Classes are held during the day and at night during four seven-week semesters, and one four-week summer semester.

At non-employer sites, any adult living in the county is eligible to attend class at no cost. Employers who contract with the Department for on-site classes for employees usually pay tuition for student/employees, in addition to providing release time from work. Information about classes is sent to all

households in the county through a 12 page newsprint catalogue, which also includes information about other adult general education classes. In addition, a brochure describing the program is distributed throughout the county. The Department provides all GED classes in the county, unlike most other counties where there may be a mix of providers.

Employer Involvement

Montgomery County has an Advisory Committee for ABE/GED/ESL courses with members from the employer sector, mostly from companies which have contracted for services. This Committee is being reconstituted to include greater representation from this sector. In developing employer contracts, the Department has prepared, and may update, a Catalog of Career Competencies, 1983-1984 which describes training programs for employers sponsored by the Department, and has in past years sent promotional letters to all companies listed with the Economic Development Agency of the county.

The Department has about the same number of contracts with public as with private employers. In most instances a simple two-page letter of agreement is the "contract." The agreement describes the type of class, place, duration, dates, times/week, length of each session, size of class, services to be provided (assessment, content of curriculum, evaluation of outcome, practice tests for GED), and cost. (See Appendix 3.) The agreements vary. Some reflect company policy and may have been negotiated with a union. In some instances, the company pays the full cost of the program; in others the cost is shared equally with the employee/students. When tuition assistance is provided, it may (or may not) depend on successful completion of the course and/or an attendance rate. Companies provide varying amounts of paid release time for class attendance: all, half, or none. Class size is generally about ten students.

The services provided also vary. For example, although most programs serve low skilled workers, some ESL programs have as students high level management employees who need to learn not only reading and writing in English, but also American business methods, and cultural and social mores, and they are provided such information. ESL teachers are multicultural, reflecting the diversity of the approximately 3000 students served.

Public sector employers include the State Highway Department whose Montgomery County program was the first in the state and serves as a model for the current statewide program administered at the state level. Prince George's County had previously adopted the Montgomery County model. Both counties have retained separate local contracts with the Highway Department and are not part of the program administered directly by state.

Some public sector classes provide training to enable entry level employees to be eligible for promotion. Instruction is provided in how to fill out administrative forms and perform the computation required for reports, such as those required by OSHA. Some classes enable laborers to become machine operators or drivers. Basic skills are taught to custodial and maintenance workers employed by the County School System and by a medical research facility. The Department has also contracted with the Family Independence Project to provide counselling, and GED training and testing, to single mothers enrolled in that program.

Private sector classes have been contracted with a variety of employers and to provide a variety of skills. For example:

- oral communication skills for maintenance workers in a large apartment complex so that they can be better understood by both tenants and management,
- ABE skills for kitchen workers of a caterer to enable promotion and,
- word processing skills for employees of a hotel chain.

b. Baltimore County

The Adult Basic Education Program in Baltimore County is provided through the Office of Adult Education of the Baltimore County Public Schools. Three Community Colleges also deliver basic skills courses but focus more directly on developmental education programs. In 1986, more than 1300 students received ABE instruction (grades 1-8), over 700 received ESL instruction, and about 1400 were enrolled in GED classes. An additional 1000 students are taught at various employer sites where the Director feels the teaching is most effective due to the following: Employee/students are evaluated biweekly, and reports on each employee's progress and motivation are reported to management. Students are aware of the relevance of their performance to job promotions.

Employers serve on the ABE Advisory Committee, and have participated in a number of activities including a Literacy Networking Conference, Career Nights, and teacher training. The ABE program has contracts with both public and private employers and provides a variety of services, both for groups in a classroom setting and for individuals. For example, in addition to basic skills development and preparation for the GED, it has provided mathematics review for management and supervisory staff of two companies; oral English for a foreign-born manager; reading tutoring for a novice in a convent; reading, GED and tutoring for a vocational rehabilitation program; and has tested an entire workforce for reading grade level. At one company, employees who are being laid off are paid while receiving job search assistance, during which they can take GED training for four hours a day, three-four days a week. Although most of the workforce being helped are American, ESL training is available and is in fact provided to one company with a Korean workforce.

The Director feels that more instruction at the lowest levels is needed. The program serves between 600-700 illiterate county residents but the county population in need of services is 64,000. The director does not advertise for employer classes and most new students are

recruited by other students. However, a brochure has been developed which describes the courses available to employers for training and staff development on a contract basis. (Appendix 4)

V. ADAPTABLE PRACTICES FROM OTHER BUSINESS/EDUCATION PARTNERSHIPS

Maryland ABE programs may benefit from a consideration of collaborative partnerships between educators and employers which have evolved over a number of years, primarily as a result of the need to improve elementary and secondary schools. Their goals and activities have relevancy to ABE programs as indicated below. Described are two programs, the Boston Compact and the Adopt-A-School program, with possible adaptations to ABE programs highlighted.

A. The BOSTON COMPACT is an example of a current city wide partnership, a collaborative effort which has received much attention. The Compact is a formal agreement between the Boston School Department and members of the Boston business community, area colleges and universities and Boston trade unions which began with an agreement between the schools and businesses in 1982; added postsecondary educational institutions in 1983; and trade unions in 1984. Each sector committed itself to defined, numerical goals. For example, the schools agreed to improve daily attendance, college placement and job placement rates by 5 percent per year; reduce high school drop out rates by 5 percent per year; and produce graduates who are at least minimally competent in math and reading by 1986.

ABE programs might establish similar numerical goals for job or college placement rates, for daily attendance, competency, drop out rates, and completion of courses or GED.

The Boston business community agreed to increase its commitment to hire graduates from participating schools, and to provide work experience for persons

making the transition from school to a job. The promise of jobs raised the expectations of students and was a catalyst for school improvement.

Maryland businesses might make a commitment to provide work experience or permanent jobs for ABE students who have never worked or are seeking to change jobs; to promote or increase wages of participating employees; and to provide resources of personnel and materials to support ABE classes.

Boston higher educational institutions agreed to provide counseling, information and career awareness programs for high school students; to help schools strengthen their college preparatory curriculum, increase financial aid opportunities; and improve student retention efforts.

Maryland higher education institutions might agree to provide career counselling services and information for GED students.

Boston trade unions agreed to set aside 5 percent of apprenticeship positions each year for qualified graduates of Boston high schools.

Maryland trade unions might agree to reserve a percentage of apprenticeship positions for new GED graduates.

The Compact was developed using a cross-institutional group of persons from the top of their respective organizations who were able to develop a sense of trust among themselves. Each of the partners recognized a benefit to its own institution through setting specific goals which were measurable and able to be achieved and compatible with the overall goals of the Compact.

B. ADOPT-A-SCHOOL programs are another type of school/business relationship. They exist in a number of cities including Maryland, and support a variety of 'adoption' activities, which could be adapted to Maryland's ABE efforts. Generally, under programs with this title, businesses or governmental agencies adopt one or more schools near the workplace or in school districts in which many employees live. In most instances, schools specify the help needed from the adopter, such as: tutors, speakers in the classroom, opportunities for

field visits to the workplace, equipment or other material resources, assistance in administration such as computerization of records, internships for students, curriculum enrichment, or sponsorship of after school clubs for science or to publish a school newspaper. Flexibility is a key characteristic for both partners of successful partnerships; financial support is usually not a component.

Each partnership provides benefits for all parties involved.

Students are motivated to improve their attendance records; they are made aware of career opportunities and the educational preparation necessary for various occupations. They may be able to see several work sites and to have hands-on work experience. Mock interviews and resume writing are frequently components.

Employers can improve the preparation of their future workforce in general, and can identify specific potential employees for whom they can provide early work experience and training, and encouragement and perhaps financial support for postsecondary education. They can increase their public image and develop customers for their products.

The Community also benefits if the result is a lower dropout rate, reduced welfare roles, and more productive workers.

An Adopt-A-School program in Maryland is administered by the Greater Baltimore Comittee, a private sector association which supports business school partnerships in grades K-12 by arranging matches between member businesses and schools. The number of partnerships in Baltimore has been expanded from 17 in 1984 to 108 in 1986 in 50 schools. Partnerships have supported various activities, such as: career awareness, a work-study program related to automotive trades, basic skills at the elementary school level, skills training in word processing and computers, preparation of a school newspaper,

establishment of a simulated retail store for business economics training at a middle school, and tutoring.

Many of these activities such as work experience, tutoring, skills training, or preparation of a class newsletter could be adapted to ABE/GED/ESL classes, and an effort might be made to encourage an ADOPT-AN-ABE-CLASS program.

VI. RECOMMENDATIONS

Based on the information gathered for this report, it is evident that collaborative partnerships can be beneficial to all sectors involved. A major impediment to an expansion of current partnerships seems to be the lack of awareness on the part of employers of the need in their current workforce, and by their future employees, for greater basic skills education. A corollary impediment is the lack of staff and financial resources to some ABE programs for disseminating information about the availability and benefits of adult literacy and specialized training courses. To overcome these obstacles, and to create, or expand existing, partnerships, the following recommendations are made.

1. Establish a broadly based Advisory Committee

As a first step in increasing awareness, ABE program directors should establish or expand their Advisory Committees to include more representatives from the employment sector, especially public and private employers which hire large numbers of low-skilled entry level employees, economic development agencies, community based organizations, social service agencies, labor unions, the media, and governmental agencies. Committee members should be made aware of the mutual benefits of reducing adult illiteracy in the community, and work to develop the resources and programs necessary to combat the problem. By being involved in the planning, as well as the implementation, of programs each sector feels greater commitment and "ownership" of the problem.

2. Develop employer interest in literacy.

ABE Directors should:

- Request employers now contracting for ABE services to contact other employers in the community to inform them of the benefits of providing basic education classes on-site for their employees: greater productivity, increased upward mobility and promotions from within, and better community relations, and to invite them to observe on-site classes,
- Request the local Chamber of Commerce or local libraries to hold workshops on adult illiteracy,
- Request the local TV stations involved in PLUS to publicize available training programs for employers and classes for employees.

ABE programs which claim not to have sufficient resources to expand their current efforts might be permitted to use funds generated by employer contracts to publicize their programs or for additional staff, rather than have the money merged with other education funding. Directors of large ABE programs might be granted greater administrative time for use in developing business partnerships, or be provided a person part-time to develop employer contacts.

3. Expand initial contacts with employers:

- through other employers who serve on the Advisory Board,
- through other employers who are now contractors,
- through employee literacy volunteers,
- by letters or personal visits to CEOs or training managers of companies hiring a large number of unskilled workers who need basic education to be promoted,
- by mailings from organizations such as Chambers of Commerce or Economic Development Agencies, or
- by mass mailings to all post office box holders to inform employees of classes held in schools and other community locations, and of the possibility of employer sponsored classes so that they might request on-site instruction.

4. Encourage employer involvement through internal and external activities

Employers should be encouraged to provide on-site classes for their employees who need basic skills education to qualify for promotion and/or to be more productive in their present jobs. Employers should be asked to inform employees of the availability of classes and encourage their participation and to provide paid release time and subsidized tuition. Letters of Agreement rather than formal contracts should be signed by the appropriate representative of the school system and of the employer. These agreement letters should spell out the services to be provided and the cost. (See Appendix 3). Employers might also encourage skilled employees to become literacy volunteers to assist other workers at their respective sites, or to serve at other community locations.

Employers should be requested, as indicated above, to serve on ABE Advisory Committees, to advocate at the federal, state and local levels for financial support for literacy activities, and to support community awareness activities through publicity of the significance of the problem for the economy of the State and of the nation.

Employers' involvement with ABE classes held in schools and at other community locations might be encouraged to include:

- providing site visits and paid work experience for students for career exploration and to increase motivation for class attendance and performance,
- providing work-related course materials,
- encouraging employees to be volunteer literacy instructors to assist teachers in classes.

5. Assess the results of collaboration

The benefits to employers, employees, and ABE programs should be assessed periodically and discussed at Advisory Committee meetings so that each sector recognizes the value of collaboration. For example, records should be kept of the results of employee participation in ABE classes, such as the increase in reading levels achieved, and reported to employers.

APPENDIX 1

SUMMARIES OF

FEDERAL LEGISLATION

SUPPORTING ADULT LITERACY PROGRAMS

1. ADULT EDUCATION ACT
2. CARL D. PERKINS VOCATIONAL EDUCATION ACT
3. BILINGUAL EDUCATION ACT
4. HIGHER EDUCATION ACT

Source: U.S. Department of Labor, "Field Memorandum No. 133-86, September 29, 1986

ADULT EDUCATION ACT

Funding: Nationally, $97.6 million in FY' 86. States receive $250,000 each, and an allotment based on the State's percentage of the nation's adults who do not have a high school diploma or G.E.D. State grants range from $335,000 to $8.1 million in FY' 85; the average was $1.75 million. (Maryland received $1,726,430 for FY'87.)

Program Provisions. States receive grants under this Act to fund local adult education programs, i.e., instruction or services below the college level for adults who do not have basic academic skills or do not have a high school diploma or G.E.D. Special emphasis is to be given to programs of instruction in the basic skills of reading, writing, speaking English and in math. Up to 20 percent of the State allocation may be used for G.E.D or high school graduation preparation. Up to 20 percent can be used for institutionalized adults, and not less than 10 percent of the State's allocation must be used for experimental demonstration projects and teacher training. State advisory councils may also be established and funded under this Act.

The State must submit a plan every 3 years to the Assistant Secretary for Vocational and Adult Education in Washington. The plan must show how funds are used to serve all segments of the adult population, including those in rural or urban areas of high unemployment, who have limited English proficiency, or are institutionalized. The plan must also describe consultation and coordination with other State agencies (including those that operate employment and training programs) as well as their participation in the development of the plan itself. Additionally, the plan must describe efforts to assist participation in programs through flexible course schedules, convenient locations, adequate transportation and meeting child care needs. The plan must also set forth the State's criteria for evaluating the quality of proposals for funding.

"Adult" in the legislation is defined as any out-of-school adult 16 years or older or beyond the age of compulsory school attendance.

Adult Education Act - continued.

Opportunities for JTPA Linkage. At the local level, JTPA enrollees may be able to participate in current adult education programs, or potential JTPA enrollees may be recruited from these programs for job training. Local JTPA administrators may be able to work with their counterparts in adult education programs in setting up separate programs for JTPA participants or in garnering information on available teachers, supplies or space. If there is no adult education program in the SDA, JTPA may want to work with the local education agency in making application to the State for setting up a program.

At the State level, JTPA administrators can contact their counterparts in the administering agency for adult education, probably the State department of education. They can see what programs are available, and where and how the administering agency can assist in providing information or encouraging local entities to coordinate with SDAs. State JTPA staff can attempt to consult with the administering agency on future planning. It can obtain information that might be helpful to local SDAs in working with other groups to make an application for setting up programs.

The State Job Training Coordinating Council may also wish to consult with the administering agency or with the adult education council, if one exists.

Contact Points: At the local level, public school systems, libraries, community or junior colleges, universities or private non-profit organizations; at the State level, the administering agency for adult education (probably the state department of education and the adult education advisory council, if one exists in the State).

CARL D. PERKINS VOCATIONAL EDUCATION ACT

Funding. Nationally, $813.1 million appropriated in FY '86. FY '86 allotments for grants to States range from $2.4 million to $69.0 million.

Program Provisions. Both the Carl Perkins Act and JTPA require that coordination take place between the two systems. While most of the money spent for vocational education is used for occupational skill training, the Carl Perkins Act does permit the State to use funds for basic skills education for those students enrolled in vocational educational if it sees fit.

For instance, under Title II B of the Carl Perkins Act, the State may use Federal funds for programs relating to curriculum development in vocational education, including the application of basic skills training. Under Title II-A of the Carl Perkins Act, the State may use its Federal allotment for improvement of vocational educational services and activities designed to provide equal access to quality vocational education to disadvantaged individuals; conceivably this could encompass instruction in literacy and other basic skills. Under Title IV, Part E, there are also funds for bilingual vocational education programs, including instruction in the English language. Most programs under Title II require matching expenditures of non-Federal funds.

Opportunities for JTPA Linkage. The State JTPA administrators may wish to ascertain if the vocational education system has developed curriculum materials relating to the application of basic skills in vocational programs, and whether there are opportunities for productively disseminating such material to SDAs or informing them of schools where it is in use. At the State level, JTPA administrators may also wish to learn more about the bilingual vocational education program and ways to coordinate with it for the provision of basic language skills for JTPA enrollees. At the local level, the JTPA office can contact vocational, educational administrators, learn what sort of basic skills programs are being offered, and discuss possibilities for coordination. Also, at the State level, there may be opportunities to use some of the 8 percent coordination funds to set up special literacy programs.

Contact Points: At the State level, the education agency office which administers JTPA's 8 percent setaside for education/JTPA coordination. Other State level contacts include the administrators for vocational education at both the secondary and post-secondary level (these may be entirely separate offices). At the local level, administrators of vocational education programs in public schools, community or junior colleges, technical schools, or area vocational centers.

BILINGUAL EDUCATION ACT

Funding: Nationally, $139.1 million in FY' 85; -- $95.0 million for programs, $10.6 million for support services; and $33.6 million for training.

Program Provisions. This Act funds programs for children and adults who have limited English language proficiency. Monies can be used for instruction in the native language, programs promoting transition to the use of English and instruction in the English language. Adult education programs and training for parents are permitted when they supplement programs for limited English speaking children.

A limited amount of money is available for Family English Literacy programs for English literacy instruction to any adult or out-of-school youth who is limited English proficient. Preference, however, is given to projects serving the parents and other family members of students in other projects funded under this Act.

The Act also funds a National Clearinghouse and 16 regional Multifunctional Resource Centers which provide inservice training to parents and educational personnel involved in programs for limited English proficient students.

Opportunities for JTPA Linkage. At the local level, JTPA administrators may want to coordinate with the local school system in providing English language instruction to JTPA enrollees who are parents of children in bilingual education programs. At the State level, JTPA administrators can contact their counterparts in the administering agency for bilingual education to see if any adult education or parent training programs are provided, and consult with them on ways to coordinate programs.

State and local JTPA offices may wish to obtain information on successful program models, and on training teachers, parents or volunteers in English literacy programs from the National Clearinghouse or from one of the 16 regional Multifunctional Resource Centers.

Contact Points: At the local level, local education agency. At the State level, the bilingual education office in the State education agency. To contact the National Clearinghouse call 800-647-0123. The Clearinghouse can identify the Multifunctional Resource Center nearest to your State or local JTPA office.

(HIGHER EDUCATION ACT)

COLLEGE WORK-STUDY PROGRAM

Funding: Nationally, about $850 million in FY '86. Grants are made to institutions of higher education. The average grant to institutions is $165,594; the average grant to individual students is $874.

Program Provisions. Grants are made to institutions of higher education to fund part-time employment of students who are enrolled in the institution and are financially needy. Most of this employment is designed to meet the institution's own needs. However, the legislation does permit the institution to use funds for "community service learning" work-study programs in which students provide community services to low income families or individuals.

Opportunities for JTPA Linkage. Work-study students can serve as tutors in literacy education programs that the SDA sets up.

Contact Points: At the local level, colleges and universities, to see if any "community service learning" programs exist or could be created. It may be useful to contact the chairpersons of the appropriate academic departments in the local institutions, such as English, Education, Social Work or Sociology. At the State level, the administrative entity for higher education.

National Institute for Work and Learning

1200 18th Street, NW Suite 316

Washington, DC 20036

202-887-6800

SURVEY OF LITERACY PROGRAMS IN MARYLAND OF LITERACY COUNCILS, NETWORKS AND COMMUNITY BASED ORGANIZATIONS

A Research Project Sponsored by the Maryland State Department of Education regarding the types and extent of collaboration with employers in adult literacy programs in Maryland.

DATE _____

NAME OF PROGRAM _____

ADDRESS _____

_____

CONTACT PERSON _____ TITLE _____

PHONE _____

PRINCIPAL CONSTITUENTS _____

I. LITERACY INSTRUCTION FOR CONSTITUENTS

A. Source(s) of Funding

1. Government: Federal ____ State ____ Local ____

2. Private (specify) _____

B. On-site Programs of Literacy Instruction

1. Constituents participating in literacy training — Number — Total ____

a. Instructional Level

a) 0-4 _____
b) 5-8 _____
c) 9-12 _____
d) ESOL _____

e) English Speaking _____
f) Sex: Male _____ Female _____

g) Age:
16-24 _____
25-44 _____
45-64 _____
65 + _____

Number

2. Instructors Total ____

a. Paid _____

1) From ABE ____
2) From other source ____

(specify) _____

b. Volunteer _____

1) Formal training in Adult Literacy ____

2) How trained, by whom (specify) _____

	Check Yes	No
3. Is curriculum based on the Maryland Adult Performance Program (MAPP)?	___	___

What is the source of curriculum used?

a. Vendor, specify _____
b. Your organization ___ ___

II. TYPES OF RELATIONSHIPS WITH EMPLOYERS

	Check Yes	No
A. Are you involved in collaborative planning activities with employers for community literacy programs?	___	___

1. Identify the key employer organizations with whom you work

_____

_____

2. Describe activities _____

_____

_____

B. Do you have formal representation from business on an Advisory Committee for your organization? ___ ___

		Check Yes	Check No
C.	Do you have formal contract(s) with employers for literacy programs?		
	If not, would you like to?		
	Do you need assistance in developing employer contracts?		
D.	Do you have other informal relationships with employers regarding literacy programs?		

Describe _____

_____

E. What do you receive from employers:

1.	Financial grants to literacy programs		
2.	In-kind contribution: space, equip.		
3.	Awareness building, advocacy		
4.	Release time for employee volunteers		
5.	Technical assistance re instructional methods		
6.	Other (specify)		

_____

_____

What services/assistance would you like most to receive from employers?

_____

_____

F. What do you provide to employers:

1.	Instructors		
2.	Curriculum materials		
3.	Assistance in design of literacy programs		
4.	Space for employee instruction		
5.	Recruitment of potential employees		
6.	Other (specify)		

_____

_____

G. What types of relationships with employers would you like to have in the future? (describe) _____

_____

_____

_____

_____

	Check Yes	No

III. REASONS FOR YOUR COLLABORATION WITH BUSINESS:

A.	Better planning, knowledge of business needs	___	___
B.	Increased material resources	___	___
C.	Increased personnel resources	___	___
D.	Better community relations	___	___
E.	Employment opportunities for constituents	___	___

F. Other (specify) _____

_____

IV. REASONS GIVEN BY PARTICIPATING BUSINESSES FOR THEIR INVOLVEMENT IN LITERACY PROGRAMS WITH YOUR ORGANIZATION

A.	Increased productivity of current employees	___	___
B.	Reduced absenteeism	___	___
C.	Better quality of future employees	___	___
D.	Increased potential for upward mobility of employees	___	___
E.	Increased number of literate potential customers	___	___
F.	Reduced number of accidents and misuse of equipment	___	___
G.	Better community relations	___	___
H.	Large number on non-English speaking employees	___	___

I. Other (specify) _____

_____

V. RESULTS OF COLLABORATION (Describe)

A. In program administration _____

_____

B. In student performance _____

_____

C. In availability of resources _____

_____

D. Other (specify) _____

_____

_____

_____

_____

VI. NEEDS

		Check Yes	No
A.	Greater interaction with business to determine needs of employers	___	___
B.	Greater resources	___	___
C.	Technical assistance in recruiting business involvement	___	___
D.	Other (specify) _____		

_____

_____

VII. RECOMMENDATIONS FOR ACHIEVING GREATER BUSINESS INVOLVEMENT IN LITERACY PROGRAMS

_____

_____

_____

_____

APPENDIX 3

DEPARTMENT OF ADULT EDUCATION AND SUMMER SCHOOL
12518 GREENLY DRIVE
SILVER SPRING, MARYLAND 20906-4499
TELEPHONE (301) 942-8304

October 20, 1986

[redacted]

Dear Mr. [redacted],

On behalf of the Department of Adult Education, we are pleased to submit this letter contract (per telephone conversation of Friday, October 10) to conduct two classes.

- a GED Preparation Class
- an Adult Basic Education (ABE) Literacy Class

for targeted employees of the [redacted]. These two classes will be conducted on site at the [redacted] Bethesda facility and will be scheduled for a 12 week session; each class meeting for 2 hours, twice a week (Days & times to be determined).

A pre-assessment session for potential students will be conducted one week prior to the beginning of the program. This assessment of basic skill strengths and weaknesses will take approximately 2½ hours and will be scheduled on site at the convenience of the [redacted]. Students will be placed in either the Adult Basic Education literacy class or the GED Preparation class based on assessment results (Proposed: 10 students per calss).

The Adult Education program will provide a systematic approach to learning

- diagnosing what each student knows (basic skills)
- identifying what each learner needs to know to meet job standards (ABE) or to prepare for the GED High School Equivalency Exam (GED)
- prescribing how the learner will achieve these goals; and then,
- evaluating the outcomes

  Post-assessment (ABE students)
  GED Exam (GED students)

the use of this approach provides a standard for measuring the proficiency of each individual student.

The ABE literacy curriculum will incorporate relevant job related materials (ie work manuals, leave forms) and will focus on the basic skills of reading, writing, and math and the application of these skills to job related tasks which have been identified as desirable to perform as effective employees.

The GED curriculum will focus on those skills specific to the 5 sub-tests of the official GED exam:

I Writing Skills
II Social Studies
III Science
IV Reading
V Math

Student will have the opportunity to develop test taking skills and take the GED Practice Test two weeks prior to the official GED Exam (given the second Saturday of each month).

Mr. Carroll Ruark will be the Coordinator for this project and arrangements and liaison will be made through Janet Niblock in his office (942-8304). The instructors (to be determined) will be employed and retained by Montgomery County Public Schools, Department of Adult Education.

The proposed cost of this program will be based on the following expenditures:

A.	Assessment and Evaluation	220.32
B.	Preparation Time/Curriculum Development	881.28
C.	Instructional Hours	1762.56
D.	Fringe Benefits	224.73
E.	Instructional Materials	600.00
F.	Administrative Costs	737.78
G.	Miscellanious Costs	50.00
	Grand Total	$4,476.67

Any modification or extension of this letter of agreement shall be subject to the written mutual consent of the undersigned parties. A bill will be submitted at the end of the 12 week session and payment to Montgomery County Public Schools, Department of Adult Education, will be expected within 30 days of receipt.

If you are in agreement with the terms of this letter, kindly sign and return the copy to the Department of Adult Education, Montgomery County Public Schools. The original is to be retained by your office.

I look forward to hearing from you.

Sincerely,

Cornell T Lewis

Dr. Cornell T. Lewis, Director
Department of Adult Education

CTL:ajl
Enclosure
Copy to:
Janet Niblcok

APPROVED: Carroll T. Ruark — 10-20-86
Carroll T. Ruark
Adult Education Sepcialist
Date

APPROVED: _____
Sephen Wright

BEST COPY AVAILABLE

BALTIMORE COUNTY PUBLIC SCHOOLS
6901 Charles Street
Towson, Maryland 21204

AGREEMENT
BETWEEN
BALTIMORE COUNTY PUBLIC SCHOOLS
OFFICE OF ADULT EDUCATION
AND

FOR
BASIC SKILLS INSTRUCTION

THIS AGREEMENT is effective the ____ day of _____between Baltimore County Public Schools Office of Adult Education and _____.

Baltimore County Public Schools and _____ do mutually agree as follows:

I.
PROGRAM AND SERVICES TO BE PROVIDED

_____shall purchase services of the Office of Adult Education. The Office of Adult Education shall provide basic skills instruction for _____ _____.

II.
TERM OF AGREEMENT

Performance under this Agreement shall commence on _____and shall continue until _____ or as long as a demonstrated need exists for these services. This contract may be terminated by either party only by written notification but not less than two weeks before projected termination date. At the completion of the services specified in this agreement, _____has the option of renewing this Agreement with the Office of Adult Education for the new fiscal year.

III.
COSTS AND EFFICIENCY

(a) THE COST to _____for the services to be provided by the Office of Adult Education under the Agreement shall be ($30.00 for each hour of service) based on the following expenditures:

(1) Teacher Salary and Fringe Benefits for __ hours of Student Instruction (_ hours per week for _ weeks)
(2) Student Assessment (initial, ongoing and final progress reports)
(3) Teacher Preparation Time (_ hour per week)
(4) Instructional Materials
(5) Administrative Costs

(b) METHOD OF PAYMENT: The Office of Adult Education shall invoice_____ on _____ Payment by _____ shall be made within 60 days of receipt from the Office of Adult Education.

IN WITNESS WHEREOF, the parties have executed this Agreement and have caused their respective seals to be affixed hereto on or before _____.

Attest: For _____

_____ _____
Signature

_____ _____
Name (typed) Date Signed

For BALTIMORE COUNTY PUBLIC SCHOOLS

Attest:

_____ _____
Signature

Bert A. Whitt, Coordinator

Adult Education Programs

— A variety of job-related programs and classes are available in Baltimore County's twenty-one neighborhood adult education centers. Business and industry personnel can be directed to these centers for personal development and job-training needs. Special classes can be arranged in these centers upon request.

— Join the following companies who are among the many who have participated in on-site employee development:

- American Totalisator
- Bethlehem Steel
- Black and Decker
- Catalyst Recovery, Inc.
- Goodwill Industries
- Heritage Nursing Home
- Martin's Inc.
- Maryland Department of Employment and Training
- Homebuilders Association of Maryland
- Maryland Masonic Homes
- Maryland Nursing Home
- Raytheon Corporation
- United States Marine Corps Rsv.
- Veterans Administration
- Vocational Rehabilitation

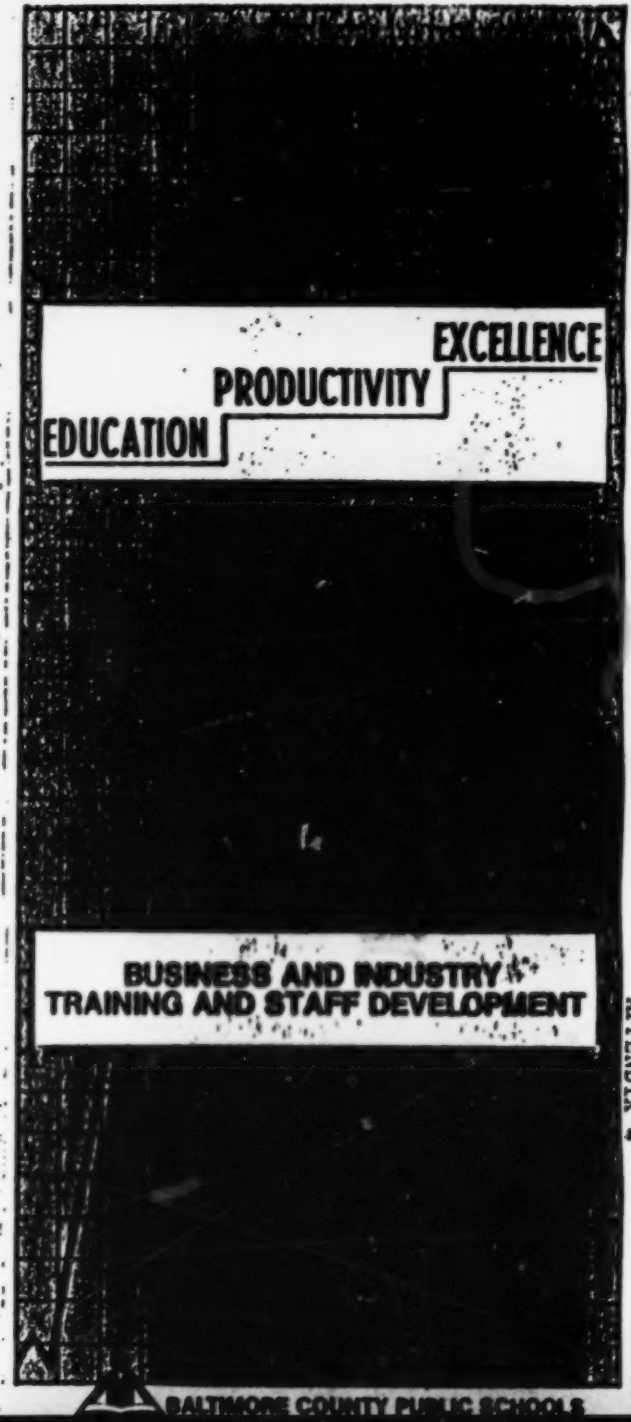
Office of Adult Education
Baltimore County Public Schools
Towson, MD 21204

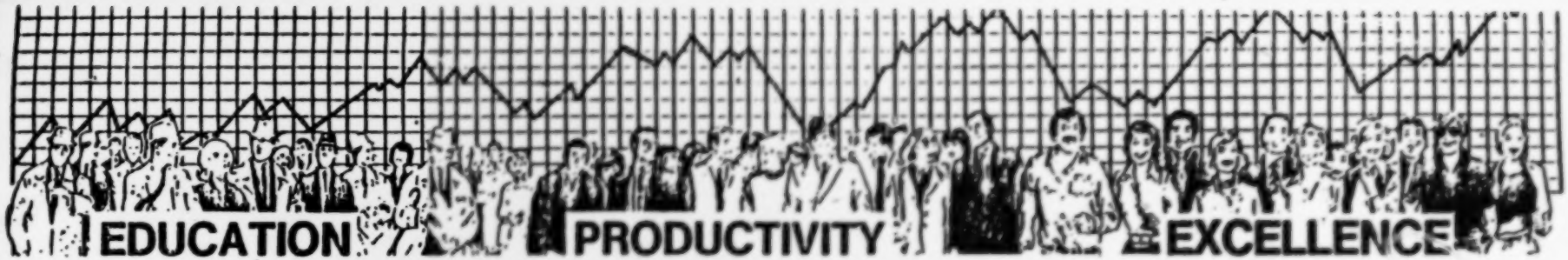
494-4064

ADULT EDUCATION

Something for Everyone

OFFICE OF ADULT EDUCATION
Baltimore County Public Schools
6901 Charles Street
Baltimore, MD 21204





BUSINESS AND INDUSTRY PROGRAMS

On-Site Training and Staff Development

—Employers, human resource specialists, and training developers can increase employee efficiency with classes specifically designed to fit the needs of company personnel. On-site courses can be developed for non-skilled, skilled, supervisory, and managerial level employees.

—Employers interested in upgrading employee skills are invited to contract for on-site classes.

—A planning session will be held to determine your organization's special needs.

—An experienced staff development instructor will tailor a program to your needs.

—Costs will be based on hours of training and number of employees participating.

—Contractual arrangements will be by written agreement.

For Additional Information, Call or Write:

Office of Adult Education
Baltimore County Public Schools
Towson, MD 21204
494-4064

A SAMPLING OF AVAILABLE COURSES

Communication

- **Successful Spelling/Vocabulary**
  Acquire tips and tools to improve spelling and increase vocabulary
- **Writing Skills for Business**
  Help employees write on the job: memos, reports, letters
- **Speaking Skills for Business**
  Increase effective oral presentation and reduce "speech anxiety"
- **Telephone/Verbal Communication**
  Conduct successful telephone interviews and express ideas effectively
- **Speaking/Writing Skills for Foreign Born**
  Improve writing effectiveness and increase speech fluency
- **Grammar Review for the Office**
  Improve quality in office correspondence

Management

- **Effective Management/Supervisory Skills**
  Increase business management skills
- **Assertiveness Training for Job Success**
  Adjust to stress and communicate with assertiveness
- **Team Building**
  Create team concept and increase production

General Education

- **General Education Development**
  Prepare for high school diploma examination
- **Adult Basic Education**
  Improve basic reading, writing and math skills
- **Sign Language**

Vocational/Technical Training

Vocational

Auto Mechanics	Blueprint Reading
Boiler Plant Operations	Cabinetmaking
Carpentry	Electrical Code
Construction Estimating	Electronics
Drafting	Hydraulics
Electricity	Masonry
Food Service	Welding

Business and Office

Accounting/Bookkeeping	Data Processing
Computer Programming	Shorthand

Health

Nursing Assistant	Geriatric Aide

• • •

A variety of other courses can be developed upon request.

This is a non-profit, cooperative service provided business/industry by the public schools; costs are kept to a minimum.

APPENDIX 5

GLOSSARY

ABE	ADULT BASIC EDUCATION
AGE	ADULT GENERAL EDUCATION
BCEL	BUSINESS COUNCIL FOR EFFECTIVE LITERACY
CBO	COMMUNITY BASED ORGANIZATION
GED	GENERAL EDUCATION DEVELOPMENT
ESL	ENGLISH AS A SECOND LANGUAGE
JTPA	JOB TRAINING PARTNERSHIP ACT
LEA	LOCAL EDUCATION AGENCY
LVA	LITERACY VOLUNTEERS OF AMERICA
SDA	SERVICE DELIVERY AREA

INFORMATION RESOURCES

EMPLOYERS

BALTIMORE GAS & ELECTRIC
Yvonne Hurtt
Human Resource Counsellor
1101 P.O. Box 1475
Baltimore, MD 21203

BELL ATLANTIC, NSI & C&P TELEPHONE
James Pavlakis
Staff Manager, Continuing Education
13100 Columbia Pike, D-16
Silver Spring, MD 20904

COMMERCIAL CREDIT
Ann Hill
Manager of Training and Development
300 St. Paul Place
Baltimore, MD 21202

GENERAL ELECTRIC CORPORATION
Ron Richardson
Employee & Community Relations
Appliance Park East, Building 2
Columbia, MD 21046

IBM EDUCATIONAL SYSTEMS
W. F. Speights
Manager of Adult Literacy Programs
P.O. Box 2150
Atlanta, GA 30055

&

Mindy Miner
on "Social Welfare" Leave
100 East Pratt Street
Baltimore, MD 21202

McCORMICK AND CO., INC.
Howard Marshall
Manager, Community and Employee Relations
414 Light Street
Baltimore, MD 21202

MONTGOMERY GENERAL HOSPITAL
Linda Howe
Professional Education Coordinator
18101 Prince Philip Drive
Olney, MD 20853

USF&G INSURANCE COMPANY
Dexter G. Hess
Asst. Vice President, Human Resources Dept.
5801 Smith Avenue
Baltimore, MD 21209

WASHINGTON SUBURBAN SANITARY COMMISSION
Rita N. Hubbard
Senior Personnel Specialist
8103 Sandy Spring Road
Laurel, MD 20707

COMMUNITY BASED ORGANIZATIONS/LITERACY COUNCILS

BALTIMORE URBAN LEAGUE
Lloyd Alston
Vice President
1150 Mondawmin Concourse
Baltimore, MD 21215

COIL LITERACY PROGRAM
Sister Judith Schmelz
Director
1137 West Baltimore Street
Baltimore, MD 21223

LITERACY COUNCIL OF PRINCE GEORGE'S COUNTY
Polly Morrison
5012 Rhode Island Avenue
Hyattsville, MD 20781

SPANISH SPEAKING COMMUNITY OF MARYLAND
Emilio P. Rivas
Executive Director
8519 Piney Branch Road
Silver Spring, MD 20901

SOUTHERN MARYLAND LITERACY NETWORK
Ellen C. Polhemus
Facilitator
Calvert County Library
4th Street
Prince Frederick, MD 20678

ADULT BASIC EDUCATION PROGRAMS

Community Colleges

THE ELKTON CENTER FOR ADULT EDUCATION
Cecil Community College
Joyce Young
ABE/GED Coordinator
105 Railroad Avenue
Elkton, MD 21921

ADULT BASIC EDUCATION - GARRETT COMMUNITY COLLEGE
Pat Helmick
Coordinator of ABE Instruction
104 E. Center Street
Oakland, MD 21550

ABE/ESOL PROGRAM
HARFORD COMMUNITY COLLEGE
Lynne Weller
Director of Adult Developmental Education
401 Thomas Run Road
Bel Air, MD 21014

HOWARD COMMUNITY COLLEGE - ABE
Patricia Keeton
Coordinator
Little Patuxent Parkway
Columbia, MD 21045

Local Education Agencies/Community Service Centers/Correctional Education

ALLEGANY COUNTY BOARD OF EDUCATION
John E. Frank
Supervisor - Federal & State Programs
Adult Basic Education/General Education Development
Cumberland, MD 21502

BALTIMORE COUNTY PUBLIC SCHOOLS
Mary Ann Corley
Supervisor of Adult Basic Education
6901 North Charles Street
Towson, MD 21204

CARROLL COUNTY PUBLIC SCHOOL'S ADULT BASIC EDUCATION
Larry G. Norris
Coordinator, MSCC
224 N. Center Street
Westminster, MD 21157

GOVERNOR THOMAS JOHNSON HIGH SCHOOL
Richard Ramsburg
Coordinator of Adult Education
1501 North Market Street
Frederick, MD 21701

MONTGOMERY COUNTY BOARD OF EDUCATION
Carroll Ruark
Supervisor, Adult Basic Education
Department of Adult Education
12518 Greenly Drive
Silver Spring, MD 20906

PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS
Agnes Houff
Resource Teacher for Adult Basic Education
Adult Basic Education
Upper Marlboro, MD 20772

BOARD OF EDUCATION OF QUEEN ANNE'S COUNTY
Lynne McIntyre
Coordinator of ABE (Talbot and Queen Anne's Counties)
P.O. Box 80-110
Centreville, MD 21617

SOMERSET COUNTY MULTI-SERVICE COMMUNITY CENTER
Rodger Daugherty
Coordinator, Multi-Service Community Center
P.O. Box 580
Princess Anne, MD 21853

WASHINGTON COUNTY ADULT BASIC EDUCATION PROGRAM
Bonita Meyer
Adult Education Specialist
Adult Education Center/CSC
50 West Oak Ridge Drive
Hagerstown, MD 21740

WICOMICO COUNTY ADULT LEARNING CENTER
Mr. T. J. Mumford
Adult Education Specialist
c/o Vo-Tech Center
607 Morris Street
Salisbury, MD 21801

WORCESTER COUNTY ADULT EDUCATION PROGRAMS
William Brown, Supervisor
Alta Weiss, Coordinator
The Board of Education of Worcester County
Route 1, Box 110-A
Newark, MD 21841-9746

CORRECTIONAL EDUCATION/MSDE
Stephen Steurer
Academic Coordinator
200 W. Baltimore Street
Baltimore, MD 21201

APPENDIX 7

SELECTED REFERENCES

American Association for Adult and Continuing Education, "AAACE Newsletter", Washington, DC

American Council of Life Insurance, "Functional Literacy and the Workplace", Washington, DC, 1983

Business Council for Effective Literacy (BCEL), "Adult Literacy: Programs, Planning, Issues" (A Newsletter for the Business Community), New York, NY

Commission on Higher Education and the Adult Learner, "Adult Learners and National Priorities: Emerging State and Federal Policies", Proceedings of a National Invitational Conference on State and Federal Policy Affecting Adult Learners, November 17-19, 1983, Columbia, Maryland

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